

GROWTH AND TRENDS OF KANSAS HIGH
SCHOOL NORMAL TRAINING

by

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INTRODUCTION

The purpose of this study is two-fold; first, to show the development of the normal training course; and second, to point out some of the important problems which confront teachers and students of the course.

To secure information for the first part, the biennial reports of the state superintendent were consulted. To evaluate the course and determine the needs, for the second part, questionnaires were sent to state and county superintendents, all normal training teachers in Kansas, and one hundred thirty grade and rural teachers who had taken the course in high school.

DEVELOPMENT OF NORMAL TRAINING COURSES IN KANSAS HIGH SCHOOLS

Course Prior to 1909

The first provision for the teaching of normal training in Kansas high schools was made by the special session of the legislature in 1896. The act gave authority to counties having a population over 6,000 inhabitants to establish and maintain a county high school. Section 11 of the law reads (6, p. 192):

There shall be provided three courses of instruction, each requiring three years study for completion: Namely, a general course, a normal course, and a collegiate course. The general course shall be designed for those who cannot continue school life after leaving high school. The normal course shall be designed for those who intend to become teachers, and shall fully prepare any who wish to enter the first year of professional work at the state normal school. The collegiate course shall fully prepare any who wish to enter the freshmen class of the State University, or of the State Agricultural College, or of any other institution of higher learning in this state. Whenever practicable, students in these courses shall recite in the same classes. Students in the last year of the normal course may be employed for a portion of their time in teaching pupils of the first year in any course; and model schools shall be encouraged.

Section 15 (6, p. 193) provided that those graduating from the normal course were entitled to a teacher's second-grade certificate, and were to be admitted to the first year of the professional work at the state normal school;

and those from the collegiate course were entitled to enter the freshmen class of the State University or State Agricultural College, without further examination.

The first list of county high schools established as provided by the law of 1886 and given in the Ninth Biennial Report (5, p. 158-162) of the Superintendent of Public Instruction, 1893-4, includes Dickinson, Atchison, and Labette counties. It was in these counties which organized county high schools that teacher training below college level was offered from 1886 to 1910. According to the Seventeenth Biennial Report (3, p. 15) of 1909, twenty-three counties maintained high schools. The distribution is illustrated by Figure 1.

The Course from 1909 to 1925

In 1907 the Kansas State Teachers' Association requested Governor E. W. Hoch to appoint a commission of seven members to investigate educational conditions and recommend needed legislation to the legislature. This commission, of which State Superintendent E. T. Fairchild was chairman, is quoted in the Sixteenth Biennial Report of the State Superintendent (2, p. 73-4) as follows:

It is a well-known fact that the majority of the teachers of Kansas go into the work with little or no special preparation. ...practically all the rural

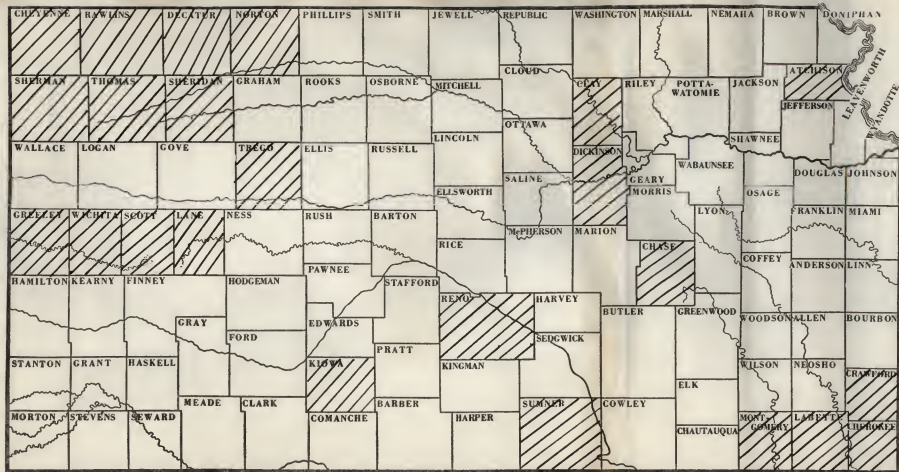


Fig. 1. Counties with teacher training courses, 1909 (4, p. 15).

schools are in charge of teachers, who have made no preparation except as the academic studies give them.

It is the opinion of the commission that this defect in our system can be partially remedied by the establishing of normal schools in more high schools. The commission is asking for a law that after May 1, 1911, will require practically every teacher to have some high school work, and the establishment of normal courses seems particularly necessary.

The bill was passed by the legislature of 1909. The law provided that a minimum of ten students were to be enrolled in the course and that a state examination covering the subjects studied was to be held on the third Friday and Saturday in May. The State Board of Education was to make the detailed regulations such as preparing the examination questions and making the requirements for the renewal of the two-year state normal training certificate. The State Board of Education made the following requirements (3, p. 16-23):

1. The teachers of the course were to be college graduates with two years teaching experience and approved by the State Board.
2. The course was to be given only to seniors or post graduates of four year high schools.
3. The course was to consist of one-half year of psychology, a half year of methods and management, a year of American history, and a year of review in arithmetic, geography and grammar.
4. Observational visits to the rural or grade schools were to be made each week.

The amount appropriated was \$50,000 for the first year

and this amount was increased to \$70,000 for 1911-12 and to \$75,000 for 1912-13. The law provided that each school meeting the requirements was to receive \$500 state aid. If more than two schools in the county received the state aid, the amount, not to exceed \$1000, was to be divided among the schools.

By September, ninety-five schools were entitled to come under its provision. Twenty additional schools offered the course but did not receive the state aid.

These schools are shown on the map, Figure 2. The following is a list of the schools approved for normal training, 1909-

10. The numbers and letters refer to Figure 2 (3, p. 22-3).

- | | |
|-------------------|--------------------|
| 1. Abilene | 94. Mureka |
| 2. Alma | 95. Frankfort |
| 3. Arkansas City | 96. Fredonia |
| 4. Ashland | 97. Fort Scott |
| 5. Belleville | 98. Galena |
| 6. Beloit | 99. Garden City |
| 7. Burlingame | 100. Garnett |
| 8. Caldwell | 101. Girard |
| 9. Chanute | 102. Great Bend |
| 10. Chase County | 103. Grenola |
| 11. Cheney | 104. Halstead |
| 12. Cherryvale | 105. Harper |
| 13. Clay County | 106. Hartford |
| 14. Cimarron | 107. Herington |
| 15. Coffeyville | 108. Hill City |
| 16. Colony | 109. Holton |
| 17. Council Grove | 110. Humboldt |
| 18. Dodge City | 111. Iola |
| 19. ElDorado | 112. Jewell City |
| 20. Ellsworth | 113. Junction City |
| 21. Emporia | 114. Kingman |
| 22. Erie | 115. Kinsley |
| 23. Eskridge | 116. Kiowa County |

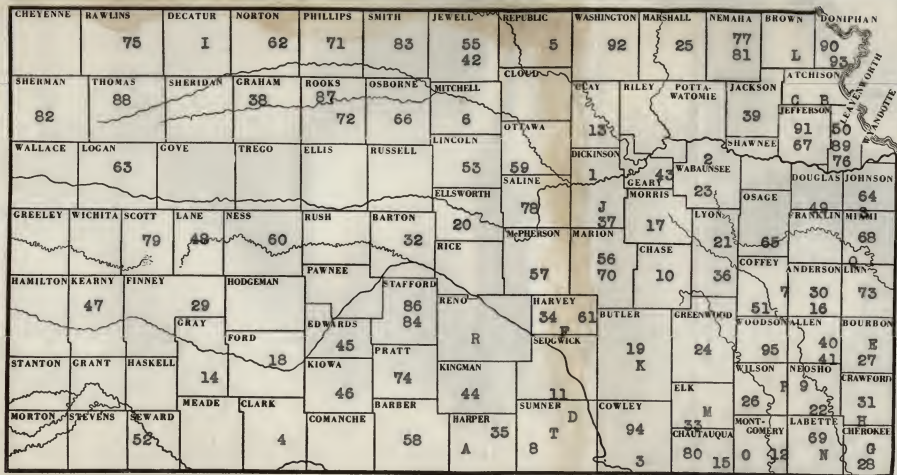


Fig. 2. High schools approved for normal training, 1909-10. Numbers refer to those receiving state aid. Letters refer to high schools approved but which did not receive state aid.

47. Lakin	72. Plainville
48. Lane County	73. Pleasanton
49. Lawrence	74. Pratt
50. Leavenworth	75. Rawlins County
51. Le Roy	76. Rosedale
52. Liberal	77. Sabetha
53. Lincoln	78. Salina
54. Lyons	79. Scott County
55. Mankato	80. Sedan
56. Marion	81. Seneca
57. McPherson	82. Sherman County
58. Medicine Lodge	83. Smith Center
59. Minneapolis	84. Stafford
60. Ness City	85. Sterling
61. Newton	86. St. John
62. Norton County	87. Stockton
63. Oakley	88. Thomas County
64. Olathe	89. Tonganoxie
65. Osage City	90. Troy
66. Osborne	91. Valley Falls
67. Oskaloosa	92. Washington
68. Paola	93. Watrous
69. Parsons	94. Winfield
70. Penbody	95. Yates Center
71. Phillipsburg	

The following is a list of those schools which were approved but which did not receive state aid:

A. Anthony	K. Douglas
B. Atchison	L. Hiawatha
C. Atchison County	M. Howard
D. Belle Plaine	N. Labette County
E. Bronson	O. Montgomery County
F. Burrton	P. Neodesha
G. Cherokee County	Q. Osawatomie
H. Crawford County	R. Reno County
I. Decatur County	S. Spring Hill
J. Dickinson County	T. Sumner County

As a result, in May, 1910, 723 high school graduates took the examination and 615 certificates were issued.

In 1909-10, 7,673 rural teachers were employed in the

state. Of these, 197 had normal school training, 2,579 were high school graduates, 1,639 had attended high school and 3,656 had only such training as the grade schools provided. These 615 newly available teachers represented nearly a tenth of the rural teaching force (2, p. 15).

The new course stimulated the entire school since the teaching of psychology, methods, and management influenced the discipline and administration of the school. Superintendent Fairchild quoted a letter (3, p. 20) from a city superintendent that says in part: "I find much benefit comes to the teachers as well as the students taking the normal work. The enthusiasm for better work throughout the school is marked, and I truly believe that the standard of teaching in our schools will be raised because our teachers are doing more thoughtful study along pedagogical lines since the young people of our high schools have become so alert with ambition to become good teachers."

Beginning in the fall of 1911, the State Board of Education (4, p. 25) added one-half year each of physiology and civics to the junior year. The course in the senior year was to consist of a year of American history and physics and a semester of methods and management, and twelve weeks each of reading, geography, and grammar.

The number of schools offering the course increased

each year and by 1915-16, 246 high schools in 99 counties offered the course; 2243 seniors and 2574 juniors wrote on the examination; and 1335 received certificates (11, p. 84-88).

In 1921 the legislature reduced the minimum number of students enrolled in the course from ten to four (12, p. 19), thereby increasing the number of schools receiving state aid from 304 to 341 or a gain of 12 per cent (8, p. 89).

That the course had accomplished its primary purpose of raising the qualifications of rural teachers is proved by the following quotation taken from the Twenty-fourth Biennial Report (8, p. 89) of the state superintendent: "In 1908 only 33% of the rural teachers were high school graduates. In 1913 this percentage had risen to 53% and in 1918 to 90%."

To accomplish this rise in standards of teachers, the state department in the years 1911 to 1921 graded over 1,565 senior papers a year in eight subjects and over 1,500 junior papers in two subjects. From 1921 to 1939 the average number of papers to be graded in seven subjects has been 1420. The grades and certificates were mailed and recorded, much correspondence was made necessary, and much work was added to the work of the state department.

The Course from 1925 to 1938

From 1925 to 1938 a decrease in number of students in the course occurred for the following reasons:

1. Withdrawal of state aid: The amount received by a high school was usually \$300 to \$500, depending on the number of schools in each county that offered the course. That the failure of the legislature to make the appropriation after 1925 was a factor in this reduction is seen by these figures taken from the biennial reports of the state superintendent:

Table 1. Decrease in high schools approved for normal training.

Year	High schools approved	Decrease
1923-4	349	
1924-5	346	.01%
1925-6	301	.13%
1926-7	231	.23%
1927-8	185	.20%

Since the course was started by the students in the sophomore year, the effect was not entirely evident for three years.

2. The normal training certificate could no longer be

used by teachers in an accredited high school. In 1923, 45 teachers in secondary schools were high school graduates only (8, p. 190). The number of these holding normal certificates is not available but since a county certificate was not valid in high schools, this number represents the number of high school teachers with normal training certificates. The Twenty-fifth Biennial Report (9, p. 26) makes the statement that two years college work following graduation from a four-year high school is the minimum requirement in approved high schools after 1926.

3. There was a surplus of teachers during this period in Kansas. While the number of people holding valid certificates in Kansas is not available, that such a condition existed is illustrated by the figures of Table 2, taken from the Twenty-fifth Biennial Report (9, p. 176) of the State Superintendent for 1925:

Table 2. Surplus of teachers, 1925.

Teachers in one-teacher schools	7,346
Normal Training Certificates in one-teacher schools	3,359
County Certificates in one-teacher schools	3,487

Table 2 (concl.)

Inexperienced teachers or teachers needed in one-teacher schools	2,351
Normal Training Certificates issued in 1925 (9, p. 41)	2,174
County Certificates for 1925 ^a	<u>2,174</u>
Total certificates issued in Kansas in 1925	5,248
Teachers needed in the fall of 1924	2,351
Surplus of teachers one year	2,997

4. A decrease in the number of one-teacher schools in Kansas has occurred as indicated by these figures in Table 3 taken from the biennial reports:

Table 3. One-teacher schools in Kansas.

Year	Number of one-teacher schools
1915	7,737
1925	7,346
1935	6,936
1937	6,636
1938	6,364

^a The exact number of county certificates issued is not available but since the teachers with county and normal training certificates in the state in 1925 were approximately the same, the above number is not far from correct (9, p. 176).

Growth of Normal Training in Kansas

The normal training course in Kansas has shown periods of growth and decline, resulting from actions of the state legislature and state department of education. Table 4 shows the development of the course numerically.

Table 4. Development from 1910 to 1925.

Year	No. taking examination	Certificates issued	Per cent passing examination	Average salary female teacher one-room school.
1910	720	615	85.41	
1911	943	817	86.63	46.63
1912	1323	1072	81.02	50.22
1913	1329	896	87.41	50.95
1914	1701	1466	86.13	52.54
1915	1736	1503	86.75	53.33
1916	2243	1335	59.51	54.16
1917	2049	1043	50.92	55.74
1918	1860	1075	57.79	59.43
1919	1572	1203	76.68	66.16
1920	1736	1455	83.23	74.29
1921	1884	1518	80.57	94.50
1922	2508	2050	81.73	93.71
1923	2668	2132	79.91	91.19
1924	2738	1802	65.81	89.24
1925	2818	2144	76.09	87.74
1926	2262	1727	76.34	89.01
1927	1785	1400	78.09	91.07
1928	1529	1299	84.95	92.56
1929	1215	1020	83.95	92.46
1930	994	783	78.77	91.16
1931	1041	799	76.79	89.90
1932	1119	826	73.81	87.66
1933	947	663	70.01	71.52
1934	653	431	66.00	55.30

Table 4 (concl.)

Year	No. taking examination	Certificates issued	Per cent passing examination	Average salary female teacher one-room school
1935**	635	396	60.78	56.58
1936	567	463	82.28	57.25
1937	520	381	73.26	58.62
1938	491	344	71.51	Not available
1939	606	455	75.09	Not available
Totals	44,201	33,118		

An uptrend in the enrollment will probably occur in the school year 1939-40, according to E. R. Sheldon, high school supervisor, since 531 juniors in fifty-seven high schools have signified their intention to the State Department of Education to be enrolled in the normal training course next year. There will also be at least ten additional schools offering the course. This will probably bring the number to over 600 students. This increase in the number of students is due to an increase in teachers' salaries and a certificate law passed by the 1937 legislature.

** The monthly salaries of teachers is not given in the biennial reports after 1934. The annual salary given was divided by the number of months of school taught to secure the monthly salary for 1935 to 1937.

A study of Table 4 reveals the following points:

1. The legislature in 1921 reduced the minimum number of students necessary to be enrolled in the course for the school to receive state aid from 10 to 4. Those writing on the examination increased from 1884 to 2508, or $33 \frac{1}{3}$ per cent.

2. The failure of the legislature to make appropriations for the state aid fund after 1925 reduced the number of schools offering the course and thus the number of students taking the examination.

3. The per cent of failures has ranged from 49.08 per cent in 1917 to 12.59 per cent in 1913.

4. The following are averages from the items of Table 4: number taking examination, 1473.73; certificates issued, 1103.93; per cent passing examination, 74.97; teachers' salary, \$72.40.

5. The salary paid teachers has affected the enrollment in teacher training classes. During the years when salaries were increasing, 1910 to 1929, it is noted that, except for rapid decline caused by withdrawal of state aid after 1925, enrollment in normal training was fairly constant.

The effect of the decrease in teachers' salaries was more apparent than an increase in salaries had been upon

enrollment in normal training classes. In 1933 elementary teachers' salaries averaged \$71.52 a month, next year \$55.50 or a reduction of 22.4 per cent. The same years, those taking the examination dropped from 947 to 653 or a reduction of 20.5 per cent. Salaries remained fairly constant during the years 1934 to 1938 and the decrease in those taking the examination is gradual or 26.3 per cent or 5.26 per cent a year for the period.

In 1939 the number writing on the examination was increased from 481 to 606, or 20.3 per cent. This increase probably has been due to two factors: (a) A slight increase has occurred in teachers' salaries. The state department has not yet published a report for 1939, but according to the county superintendents in Pottawatomie, Marshall, and Riley counties, female teachers' salaries in one-room schools increased from an average of \$52.25 in 1937-38 to \$62.11 in 1939-40 or 18.85 per cent in two years. There was an accompanying increase in students taking the state normal training examination from 481 to 606 or 26 per cent. (b) The second factor is a reduction in the available supply of rural teachers. The legislature passed a bill (7, p. 477-9) which repealed the county certificate law and enacted a new state certificate law. To be eligible for the examination, the applicant must have had normal

training in high school or a year of college work in junior college or college.

During the history of the course, the state board has made several changes in the requirements. A high school credit was substituted for the state examination in American history and normal training agriculture was added to the course. In 1921 the legislature changed the law so that the examination was to be held at the close of the senior year in psychology, arithmetic, geography, grammar, reading, and methods and management.

Present Status

Table 5. The normal training course since 1921.

1st. Semester	<u>First Year</u>	2nd. Semester
English I		English I
Algebra		Algebra
Two electives		Two electives
	<u>Second Year</u>	
English II		English II
Geometry		Geometry
Normal training agriculture		Normal training agriculture
One elective		One elective
	<u>Third Year</u>	
English III		English III
Physiology		Elective
Constitution and Civics		Constitution and Civics
Science, (physics, chemistry, biology, or botany)		Science

Table 5 (concl.)

<u>Fourth Year</u>	
American history	American history
Psychology	Methods and management
Geography	Arithmetic
Grammar	Reading

At the present time, as shown in the following list furnished by State Superintendent, George McClenny, normal training is offered in the sixty-one high schools in the state. Figure 3 shows the location of these schools by numbers on the map. These high schools in the list were approved for normal training in 1938-39:

- | | |
|-------------------------|------------------|
| 1. Agenda | 24. Green |
| 2. Agra | 25. Haddam |
| 3. Altamont | 26. Hanover |
| 4. Alta Vista | 27. Harveyville |
| 5. Bird City | 28. Havensville |
| 6. Burlington | 29. Hunter |
| 7. Chapman | 30. Ionia |
| 8. Clay Center | 31. Jewell |
| 9. Clyde | 32. Kensington |
| 10. Columbus | 33. Lakin |
| 11. Corning | 34. Lebanon |
| 12. Culver | 35. Lenora |
| 13. Effingham | 36. Leonardville |
| 14. Esbon | 37. Leoti |
| 15. Eskridge | 38. Longford |
| 16. Fall River | 39. Lyndon |
| 17. Garnett | 40. Marysville |
| 18. Girard | 41. Melvern |
| 19. Glasco | 42. Miltonvale |
| 20. Glen Elder | 43. Miltonvale: |
| 21. Glen Elder: | Wesleyan Academy |
| Athens High School | 44. Morland |
| 22. Goodland | 45. Morrowville |
| 23. Great Bend: Immacu- | 46. Oberlin |
| late Conception | 47. Paola |

- | | |
|------------------|------------------|
| 49. Phillipsburg | 55. Soldier |
| 49. Piedmont | 56. Troy |
| 50. Portis | 57. Vermillion |
| 51. Republic | 58. Webster |
| 52. St. Francis | 59. West Mineral |
| 53. St. Paul: | 60. Wetmore |
| St. Francis High | 61. Westphalia |
| 54. Smith Center | |

In a booklet (1, foreword) of previous normal training examinations, George Allen, then State Superintendent of Public Instruction said: "From the start Normal Training has been a decided success. No other course has ever proved so popular in Kansas high schools. No other law has done so much to improve the rural schools of the state."

Teacher Training in other States

Several states have courses in teacher training in high school, and others in which it was once taught have discontinued it.

Iowa has a well-planned course which has been revised several times. The professional course requires one semester of psychology, one semester of school management, and a year of school methods, and two years of review subjects such as arithmetic, geography, etc. The state gives no examination but the student is rated by the teacher. The Iowa state department of Public Instruction issues monthly letters to the high schools containing

information and tests, to be graded by the local teacher. If the student meets the requirements, he is granted a two-year state normal training certificate. The certificates are renewable by summer attendance at college or travel. The state does not require that summer school attendance be in the state of Iowa.

Missouri has twenty high schools offering the teacher training course. State aid was withdrawn about ten years ago, causing many schools to drop the course. The course in Missouri is similar to the present one in Kansas.

Nebraska has a well-developed plan. The following is taken from a course of study for normal training high schools (10, foreword):

The normal training program was launched in Nebraska high schools thirty years ago. It has functioned continually since that time, furnishing a large majority of the teachers in the rural schools of the State. Recent studies show that more than two-thirds of the teachers now teaching in our rural schools are normal training graduates. Experience has proved that these teachers have received good training for service in this particular field and are in sympathy with the rural needs of Nebraska.

In addition to its special benefits to the rural schools of the state, the High School Normal Training program has functioned as a recruiting agency for the teaching profession. Those who begin their training in the high schools improve themselves in summer sessions of our teachers colleges, our university, and the denominational colleges. Four-fifths of the teachers in the rural schools today have from six weeks to four years of preparation beyond the high school. Thousands of teachers in the state are rendering

splendid service to the youth of Nebraska because the high school normal training program first pointed the way to the opportunities for service which were to be found in the teaching field.

Since state aid (\$500 for each approved high school) is provided, the regulations are scrupulously adhered to. The course consists of four semesters of English; two semesters of American history, algebra, geometry, and professional training; one semester each of agriculture, geography of Nebraska, advanced civics, rural sociology, physiology, and public school music; twelve weeks each of arithmetic, geography, grammar, and reading; and six weeks in bookkeeping, drawing, orthography, and penmanship. An optional program is furnished which shortens the above by one class throughout the year.

In co-operation with the county superintendent, each normal training supervisor arranges for students to do practice teaching in the rural schools. The course terms this practice teaching "cadetting" and the practice teacher a "cadet." This must be twenty-four twenty-minute periods from previously prepared lesson plans under the supervision of high school or grade teachers. In addition, three full days of rural school observational visits or practice teaching must be made. The supervisor criticizes and evaluates the plans of the cadet. The supervisor sends to

the grade teacher a form concerning the work of the cadet which is filled out and returned. These are then made the basis of consultations with the student teacher.

The seniors take an examination in seventeen subjects. Since the examination is given at three times in a year, the students take an examination when the course is completed. The certificate is for three years and is renewable when requirements similar to those in Kansas are met.

Minnesota has an extensive plan of teacher training in high school. The state department has worked out units in practice teaching which include reading, language, grammar, spelling and penmanship, geography, history, citizenship, environment, health, general science, music, drawing, industrial art, remedial teaching, rural teaching, and spring primary festival. These seventeen units are of varying length but take the entire nine months of school. These units are used in grade or rural schools after being developed in the high school normal training class. In addition to these units an 18-weeks course is given in methods and management, 36 weeks in reading, and 18 weeks each to arithmetic and geography and grammar. Since the preparation and presentation of the unit is a class, this makes four classes for the normal training student. The two-year certificate is granted after a state examination

is averaged with high school grades. It is renewable by professional correspondence or summer school attendance. Only one renewal every four years is given by correspondence.

The high schools of North Dakota, Colorado, and Texas offer courses which prepare, in a limited way, the student for teaching, and to pass the regular state examination.

It seems that the state department in Kansas can secure some helpful suggestions from some of these states that may solve some of our problems connected with the course.

POSSIBLE REVISION OF THE NORMAL TRAINING COURSE

An Evaluation of the Course

If the normal training course is to warrant approval and to continue its usefulness it seems that some revision should be made by the State Board of Education. Possible changes that might be made follow in this study.

High schools in thirty-two counties offered the normal training course in 1938-39. A questionnaire concerning high school teacher training was sent to all county superintendents since many of them have teachers from other counties with normal training certificates. Sixty-eight

replies were received from these questionnaires. The following were the questions and the answers to them which were received and which will aid in evaluating the normal training courses:

In order to renew normal training certificates, the teacher is required to attend summer school every two years as long as he teaches. Since the holder of normal training certificates could (until 1938) take the county examination and secure a county certificate that did not require summer school attendance for renewal, some teachers did so. In response to the question, "Did the provision for the renewal of normal training certificates encourage summer school attendance?" the answers were fifty-seven "Yes," seven "Doubtful," and three "No."

To the question: "Has the normal training course enabled students, who otherwise would be unable to do so, to teach and go to college?" eighteen answered "Many," forty-two "Some," and three "None."

The question was asked, "What changes should be made in the renewal of normal training certificates?" Thirty-two replies indicate that no changes should be made, six added that college work should apply on 30 or 60-hour certificates, two thought successful teaching was enough without college attendance, four suggested travel or summer school attendance. Those county superintendents who

indicated that college work should apply on a 30 or 60-hour certificate probably did not realize that the college work does give credit toward these certificates if the prescribed courses are taken.

An effort was made to determine how holders of normal training certificates compared with others as teachers. The county superintendent was asked to give the number of teachers holding various kinds of certificates in one-teacher schools and then to list the certificates held by 10 most successful teachers. The results are shown by Table 6:

Table 6. Successful teachers with various certificates.

Kind of certificate	Teachers in county	Listed among ten most successful teachers	Per cent
Three-year state	820	156	19.00
Two-year state	764	131	17.28
One-year state	152	10	6.59
Normal training	1024	154	15.04
First grade county	723	145	20.07

The teachers with the First grade county and Three-year or Two-year state certificates usually have more

experience than those with normal training certificates and show a somewhat higher rating.

A question was asked of county superintendents to determine if teachers from college, high school with normal training, or a combination of the two understood rural conditions the best. Forty-nine replied a combination of normal training and college work; four normal training; four college training. Ten qualified the answer by replying that to understand rural conditions the teacher must have lived on the farm; four replied that it depended on the individual.

The last question was one in which the county superintendents were asked to express an estimate of the normal training course. Many superintendents left the space blank as the course was not taught in any high school in their county. Other county superintendents expressed an opinion even though the course was not taught in their county. To repeat all the replies would not be worth-while, but here are a few sample ones. Two said, "Not offered now. Our county would profit if it were taught in our high schools." Two answered, "I am for college trained rural teachers." Two said they secured inferior teachers from the surplus of other counties. One preferred the present 30 or 60-hour certificates but preferred normal training to

county certificates. Two favored teachers with college training and two thought the course needed revision.

The superintendents of the counties in which normal training was taught thought the course the most valuable. Some of the replies were: Five replied to this effect, "We could not supply the teachers if our high school did not offer the course." Two said, "My best teachers are those with normal training certificates." One said the course was needed but the poorest school in the county was offering it. Five replied that the course was beneficial. Two replied, "Normal training teachers rank high above the average." Two used the words, "Only fair. Too many poor students take the course."

Teachers with normal training certificates considered the course valuable as indicated by their answers to this question: "If you took the course as post-graduate, did it pay you to do so?" Twelve replied "Yes," and none "Doubtful" or "No."

Summarizing the estimate of the normal training course by county superintendents, it appears that the normal training course in high school has encouraged summer school attendance, enabled teachers to continue their college work, summer school attendance should be required for renewal of certificates, considering experience normal training

teachers are as successful as others, high school and college training is a splendid combination to understand rural conditions, the majority of the county superintendents thought the course worth-while, and if the pupils had taken it as a fifth year they considered the time well-spent. It seems that a need still exists for normal training in our high schools.

The Examination

The law of 1910 requires that on the third Friday and Saturday in May an examination shall be held over the normal training subjects studied. In 1921 a law was amended to include only the seven subjects studied in the senior year: psychology, methods, management, arithmetic, geography, reading, and grammar. The passing grade is 60 per cent and the average must be 80 per cent. If the applicant passes the examination, he is issued the normal training certificate which is valid for two years and renewable if certain requirements are met.

This places, of course, an emphasis upon teacher and pupil alike to pass the examination. By the use of the three questionnaires, by talking with many normal training teachers, and from discussions at the round-table meetings at the Kansas State Teachers' Association, the writer feels that she has the opinions of many interested people

concerning the examination.

The former students were asked the question whether or not the greater emphasis was placed on teaching facts to pass the state examination, the preparation of future teachers, or about equal between teaching facts and teacher training. Six thought the greater emphasis had been placed on teacher training, eighteen on passing the examination, and forty-eight thought the time had been about equally distributed. The question was asked, "If a plan had been used to place more stress on teacher training and less on stressing facts, would it have benefited you as a teacher?" Fifty-seven said they would have benefited and ten replied negatively.

They were asked to express an opinion of the last normal training examination in May, 1939. Many did not see the questions as the examination was not given in all counties. Nine thought the examination questions had been fair to those taking them. Seven replied that they were fair but added a qualifying phrase as "Fair as other normal training examinations have been." Thirty expressed opinions that were not complimentary to the examination. Some answers were "Too many exact questions--should be more general," "Very absurd," "No merit," "A good way to eliminate those who don't know subject matter," and "Very

good." The weight of the evidence would indicate that the examination was too detailed and was not enough over general principles.

The normal training teachers were asked if by confining the questions to adopted texts, that would relieve the pressure of stressing the examination. Thirty thought the plan would do so and thirteen thought it would make little difference. The teachers were asked for suggestions to relieve the situation of emphasizing the examination, and while a wide variety of suggestions were made, over half the instructors thought the tests had been too detailed. One suggested that the high school principal make recommendations concerning the prospective teacher to the state department and let that information have weight in issuing the certificates. Some high school teachers suggested that their positions were determined by the number of students who passed the examination.

From these sources, then the weight of evidence is that the character of the examination and the importance that it carries need serious consideration.

Limiting the Enrollment

The possibility of limiting the enrollment to better than average students met with approval for normal training

teachers; however, this was to be expected since it is human to desire the better pupils in one's classes. Forty-five favored the plan and only two answered "no." In suggestions for improving the course four of the county superintendents suggested that poor students frequently took the course and should be weeded out. Seventeen of the schools now discourage the poorer students from taking the course, but little uniformity existed as to the means by which this was accomplished. In eleven schools the principals suggested that the course was difficult and some other subjects in the curriculum might be more worth-while. Thirty of the schools make no attempt to limit the class enrollment and two said it was sometimes done. Only in two schools was the enrollment limited to average or better students.

On the subject of making the course a fifth year, there was no agreement of opinion. All of the grade teachers, who had taken the course as post-graduates agreed that it had been worth-while. When asked the question, "If you took the course as a senior, would it have been better to have taken it as a post-graduate?" six answered "Yes," thirteen, "Doubtful," and forty-one "No."

The normal training teachers indicated the course would be better if limited to post-graduates by a vote of thirty-two to eighteen. Five added the provision that it

should be placed on the junior college level if the additional year were spent. Several commented that the addition of the fifth year would eliminate smaller schools from offering teacher training. When asked the question if the present low salaries would warrant spending the additional year in school, the vote was twelve "Yes" and thirty-three "No."

County superintendents answered the question, "If the courses were limited to high school seniors making average grades or better, and post-graduates, would that eliminate many unsuccessful teachers?" The answers were thirty-one for "Yes" and twenty-six for "Doubtful" with eight for "No."

It would thus seem that while the teachers think it would be advantageous to add the fifth year, the present economic system does not make it practical unless some additional inducements were offered. A compromise to meet present conditions might be arranged by admitting a combination of seniors with average or better grades and high school graduates.

Textbooks

The selection of textbooks is an important factor in the success of the course. In the school year 1938-39 three new textbooks for normal training were selected: Pennell and Cussack, "Reading for Better Living;" Brown,

"Problems in Classroom Management;" and Uhl and Powers, "Social and Personal Adjustment." The writer had some difficulty adapting two of the new texts to her classes. In the questionnaire sent to normal training teachers an attempt was made to determine if other teachers were encountering similar difficulties.

Forty-eight of the sixty questionnaires mailed were returned. According to the answers received on these questionnaires, the management book undoubtedly contains too much material to be covered in a nine weeks course, although much material such as playground activities and supervised lunch has been omitted. The questionnaire asked, "When a text that seemingly does not meet the needs of the rural teacher is adopted, such as Brown's "Problems in Classroom Management," state what your attitude is:

- (a) Did you follow the course of study and use other texts?"

The answers were thirty-one "Yes," and seven "No."

- (b) "Did you follow the state text and leave out such subjects as supervised lunch, reports, etc.?" The answers were one for "Yes" and seventeen for "No."

- (c) "What in your opinion would be the best procedure to follow in the above situation?" Seven of the teachers replied that they liked the present management text, twenty said the book contained too much material to be covered in nine weeks and eight said that they used

other texts and studied "Problems in Classroom Management" to pass the state examination.

The teachers were asked, "Should the state board choose a psychology text to be used in normal training classes and another text to be used by the students of general psychology?" The answers were twenty-eight "Yes" and eighteen "No." Frequently, especially in smaller schools, other students in addition to the normal training class, are admitted to the psychology class; and in larger schools normal training psychology is followed the next semester by a course in general psychology.

The teachers were asked how they presented the state-adopted psychology text, "Personal and Social Adjustment," to their classes. Fifteen did not reply, and the others added that they presented it by discussion supplemented from other texts and outside reading. Only two used the text without a great deal of outside material.

The former students were asked if a course in child and educational psychology would have aided them in teaching and fifty-four replied "Yes" while twenty-two said "No."

It seems that the committee that chooses the text does not consider the fact that normal training students will teach in rural schools and that they need the help that

will enable them to teach rural schools better and to understand the principles of educational psychology.

Suggested Revisions in the Sophomore Year

In the sophomore year the students are required to take geometry, normal training agriculture, English, and one elective. An endeavor was made to determine if these are the most worth-while subjects that should be taught. The question was asked of former normal training students if their teaching experience had justified studying geometry and normal training agriculture in high school. The question was also asked the county superintendents if they considered these subjects valuable for teachers. The results are shown in Table 7:

Table 7. Value of geometry and normal training agriculture in the opinions of teachers with normal training certificates, and county superintendents.

	Geometry		Normal training agriculture	
	For	Against	For	Against
Teachers with n. t. certificates	30	40	44	31
County superin- tendents	15	46	35	28

Forty per cent of the teachers and 21.13 per cent of the county superintendents thought geometry valuable.

Fifty-eight per cent of the normal training certificate holders and 55.55 per cent of the county superintendents thought normal training agriculture was beneficial.

The teachers were asked to list the three high school subjects that had been most valuable to them as teachers. Only one thought geometry ranked among the first three and two placed normal training agriculture in that class. Six added typing although the subject had not been included in the questionnaire.

In the suggestions made by the former students to improve the course, sixteen thought music should be taught, ten, art, and five, typing. All of these would be possible subjects to offer instead of geometry that has doubtful value for future teachers.

The county superintendents were asked to choose two subjects frequently taught in the sophomore year that would have the greatest value to future teachers. The following is the vote: geometry 8, art 33, music 51, and agriculture 25.

It appears that the state department is not justified in retaining geometry as a required subject and should substitute a semester each of art and music or give the school a choice between offering music, or art, or possibly a year of typing. The retention of a course in agriculture is probably desirable since agriculture is the chief

source of income for Kansas people and a majority of the students taking normal training will teach in rural communities.

Suggested Revisions in the Senior Year

One criticism of the course that has often been mentioned is the fact that so much of the course is theory and little attempt is made to practice what is taught. If it were possible to devote 18 weeks each to management and methods, then some time each week might be spent in practice teaching and in working out other practical procedures.

The question was asked the county superintendents, "If the course were arranged to spend eighteen weeks each in teaching methods and management supplemented with practice teaching and more observation, would the plan be beneficial?" Fifty-seven answered "Yes" and seven "Doubtful," and one "No."

The same question was asked the teachers of normal training. Forty-three answered "Yes" and three "No." Two of the three answering in the negative wanted a period for social studies. When asked how they would provide for this change, twenty favored adding a fifth year to the course, and twelve would add American history to the required list for the junior year, and ten favored

dropping normal training agriculture and moving physiology to the sophomore year and American history to the junior year.

To determine whether or not teachers want preparation in teaching the unit program, a question was asked if the teachers desired the material taught in the geography period to include a preparation for teaching the unit program. Forty-three replied "Yes" and five "No."

A space was left in the questionnaire to high school teachers for general suggestions that might improve the course. Twelve asked for music, ten for social studies and three for the state to send periodic letters pertaining to the material to be covered by the examination and other helpful suggestions, and twenty-two asked for some practice teaching.

The teachers who had taken normal training in high school were asked to "Check the following changes that would have benefited your preparation for teaching:

- (a) Eighteen weeks each devoted to methods and management.
- (b) A plan of systematic practice teaching and observation of schools.
- (c) More time in preparation for teaching the unit program."

The answers were a, 9; b, 60; and c, 62.

A space was left for additional suggestions to be made by these former students and the replies included

music, art, lesson planning, more help with primary reading, and many others.

The former students were asked "Has your teaching experience justified the time spent studying the following in high school?" Table 8 shows the results:

Table 8. Value of subjects to former students.

Subject	Yes	No
American history	72	6
Normal training agriculture	44	31
Physiology	71	4
Geometry	30	44
Arithmetic	76	0
The science course	64	12
Psychology	72	4

When asked to "List the three most profitable courses in order of their value to you as a teacher," the results as shown in Table 9 were obtained:

Table 9. Most valuable courses in normal training.

Subject	Vote	Subject	Vote
Management	19	Science	7
Methods	22	Arithmetic	47
Psychology	30	American history	21
Geography	49	Physiology	9
English	11	N. t. agriculture	2

High school teachers, county superintendents, and former normal training students desire that the course be made more practical by providing for practice teaching, observation, and lesson planning.

Possible High School Courses

To arrange for the student to spend part of each week in the grade school, engaging in practice teaching and observation, it is necessary to revise the present course. The following table contains one possible high school program for normal training:

Table 10. Plan I.

1st. Semester	<u>First Year</u>	2nd. Semester
English I		English I
Algebra		Algebra
Two electives		Two electives
<u>Second Year</u>		
English II		English II
N. t. agriculture		Art or music
Two electives		Two electives
<u>Third Year</u>		
English III		English III
Physiology		Psychology
Civics		Civics
Science		Science
<u>Fourth Year</u>		
American history		American history
Geography		Arithmetic
Reading		Grammar
Methods		Management

Plan I seems very practical and would alter the present curriculum very little. The program provides the addition of art or music in the sophomore year, and to follow the teaching of physiology with psychology in the junior year. The student now elects a subject the second semester following physiology, and psychology is taught in the senior year. This proposed plan allows a semester each for methods and management and gives the teacher time to arrange for practice teaching in the local grade and rural schools. Two high school periods a week and an additional period after school may be devoted to practice teaching. The pupil then would have 108 high school periods in class and 72 periods of actual experience in a semester, while under the old method of eighteen weeks, there were 90 periods of class. In smaller schools where there were only a few rooms in the local grade school, the high school study period could be devoted to practice teaching and observation and thus provide an additional period. In many cases, and it would be very desirable to do so, the practice teaching may be done in a near by rural school. Since the student is to spend two hours a week in a grade room, it may be arranged to spend this time consecutively in one day in a rural school. Many times this plan can be used, and if the student lives in the country, he can stop either in the morning or afternoon at

a rural school that he passes. The student's work after school time may occasionally consist of work that may be taken home such as grading papers, or working out reading charts, etc. It seems that the requirement of three hours a week in a grade school, one of which must be during school time, could be worked into every school program.

Table 11 shows another possible high school program:

Table 11. Plan II.

<u>First Year</u>	
1st. Semester	2nd. Semester
English I	English I
Algebra	Algebra
Two electives (general science preferred if taught)	Two electives
<u>Second Year</u>	
English II	English II
N. t. agriculture	Art or music
Physiology	Two electives
One elective	
<u>Third Year</u>	
English III	English III
Civics	Civics
Science	Science
American history	American history
<u>Fourth Year</u>	
Geography	Grammar
Reading	Arithmetic
Methods	Management
Psychology	Practice teaching

This Plan given in Table 11 allows a period five days a week to practice teaching and places American history in

the junior year. The plan would not allow students the entire view of the grade program as much as the first plan. However, this plan might be used in schools that found it inconvenient to use the first plan.

In either plan the normal training classes can be shifted so that the same class does not come at the same hour of the day. The enrollment of the different normal training classes will be practically the same and a changed schedule will not inconvenience them much.

Since the seeming need of the course is to make it more practical, a new program for normal training is needed that would provide many teachers with actual grade and rural experience.

SUMMARY

1. Teacher training in high school has raised the qualifications of rural and grade teachers in Kansas.
2. Withdrawal of state aid drastically reduced the number of schools offering the course.
3. Course has not been revised since 1921, although the changed grade curriculum necessitates a revision.
4. Course is considered most valuable in those counties in which high schools have been approved for normal training by the State Board of Education.
5. State examination is of such a character as to result in wrong emphasis by teachers and students.
6. Enrollment should be limited to the better students and post graduates.
7. Geometry should be replaced by art and music in the sophomore year.
8. A systematic plan of practice teaching should be provided.
9. The course of study could be easily re-arranged to provide for additional time for practice teaching.
10. Texts are often adopted that are not adequate to meet the needs of the course.
11. Minnesota, Iowa, and Nebraska have extensive well-planned teacher training courses in high school.

ACKNOWLEDGMENT

The writer wishes to express her appreciation to those persons to whom she is indebted for service and assistance in the preparation of this study: to Dr. V. L. Strickland, Professor of Education, who gave untiringly of his time and services in this study; to the state and county superintendents of public instruction; to the teachers of normal training; and to former high school students of the course for their hearty cooperation and interest in answering the questionnaires.

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APPENDIX

Westmoreland, Kansas
May 17, 1939

TO COUNTY SUPERINTENDENTS OF SCHOOLS:

I am preparing a master's thesis on the subject, "The Reorganization of Normal Training in Kansas High Schools."

I will appreciate your cooperation by filling out and returning to me the enclosed questionnaire. You have an excellent opportunity to observe and rate the various teachers. I am very anxious to secure a fair estimate of the value of normal training in our high schools. I have left a place for additional suggestions that may not be covered by questions.

Yours very truly,

Garnet Hill

1. Name of county _____

2. County Superintendent _____

3. How many teachers with normal training certificates taught in: one teacher schools _____; two or more teacher schools _____?

4. How many teachers in one and two teacher schools in your county have the following certificates?

Three year state _____ Normal training _____

Two year state _____ 1st grade county _____

One year state _____

5. If you were to select ten superior teachers in one teacher and two teacher schools in your county how

many would hold the following certificates:

Three year state _____ Normal training _____

Two year state _____ 1st grade county _____

One year state _____

6. Has the normal training course enabled students, who otherwise would be financially unable to do so, to teach and go to college. Many _____ Some _____ None _____.
7. In a questionnaire sent to holders of normal training certificates, the answers would indicate that the time spent in studying geometry and normal training agriculture had not justified their teaching experience. In your opinion is the statement true for geometry? Yes _____ No _____. Normal training agriculture? Yes _____ No _____.
8. If the course were re-arranged so that eighteen weeks would be devoted each to methods and management supplemented with practice teaching and more observation, would the plan be beneficial? Yes _____ Doubtful _____ No _____.
9. In your opinion which would be more beneficial in the sophomore year: geometry _____, art _____, normal training agriculture _____? (Check two)
10. If the course were limited to high school seniors making average grades or better and post graduates would that eliminate many unsuccessful teachers? Yes _____, Doubtful _____, No _____.
11. Do you think that the state examination is a fair estimate of a student's worth as future teachers? Yes _____ No _____.
12. If a plan could be worked out to allow more stress on teacher training and less on passing the state examination would the result be beneficial? Yes _____ Doubtful _____ No _____.
13. What was your opinion of the recent examination sent out by the state department to be given to normal training students and to holders of county certificates?

14. Does the provision for renewal of normal training certificates by summer school attendance encourage college attendance? Yes _____, Doubtful _____, No _____.
15. Place an X in the blank of the teacher that as a rule understands rural conditions the best.
The teacher with college training only _____
The teacher with normal training only _____
The teacher with college and normal training _____
16. What suggestions would you make that would make the course more valuable as a preparation for teachers?
17. What change should be made to renew normal training certificates?
18. What is your estimate of the value of the normal training course in your county?

Marysville, Kansas
May 15, 1939

To the Former Students of Normal Training:

I am preparing a master's thesis on the subject,
"The Reorganization of Normal Training Course in Kansas
High Schools."

I will appreciate your cooperation by filling out and
returning to me the enclosed questionnaire. After review-
ing your high school teacher training course in retrospect,
I believe the former students can offer many valuable
suggestions, that will assist in preparation of this
study.

Yours very truly,

Garnet Hill

GH/ep

1. Name _____ Address _____
2. Name of school where the normal training course was taken _____
3. Name of teachers or teacher who taught the course in the senior year _____
4. Date course was taken first _____
5. Date that the examination was passed? (Leave blank if you consider the question personal) _____
6. Was the course taken when you were a senior or post-graduate? (Cross out the improper word).
7. If you took the course as a post-graduate, was it worth the additional year? Yes _____ Doubtful _____ No _____.
8. If you took the course as a senior, would it have been better to have taken it as a post-graduate? Yes _____ Doubtful _____ No _____.
9. How many years have you taught? _____
10. Check the following changes that would have benefited your preparation for teaching:
 - (a) Eighteen weeks each devoted to methods and management.
 - (b) A plan for systematic practice teaching and observation of schools.
 - (c) More time spent in preparation for teaching the unit program.
 - (d) Make any additional suggestions that may have assisted you.
11. Has your teaching experience justified the time spent studying the following high school subjects?

American history Yes _____ No _____

Normal training agriculture Yes _____ No _____

Physiology Yes _____ No _____

Geometry Yes _____ No _____

Arithmetic Yes _____ No _____

Geography Yes _____ No _____

Psychology Yes _____ No _____

12. List the three most profitable classes taken in the order of their value to you as a teacher.

1. Arithmetic
2. Geography
3. The science course

13. Would you have profited by a plan of devoting eighteen weeks to management and methods combined with a systematic practice teaching? Yes _____ No _____

14. Was the greater emphasis in the course placed upon:

(a) The preparation of future teacher

(b) Equally between teaching of facts and teacher training

15. If a plan had been used to make possible more stress on teacher training and less on stressing facts, would it have benefited you as a teacher? Yes _____ No _____

16. If you were taking the course now, would you favor a change whereby geography would deal more with a preparation for the teaching of the units? Yes _____ No _____

17. Do you think a course in child and educational psychology would have aided you in teaching? Yes _____ Doubtful _____ No _____

18. Were you taught to present history as an interesting human experience? Yes _____ No _____

19. Was character training sufficiently stressed in your preparation as a teacher? Yes _____ No _____

20. Have you felt in your teaching experience that you lacked sufficient knowledge of literature? Yes _____ No _____

21. What suggestions would you make that would make the course more valuable as a preparation for teachers?

Marysville, Kansas
April 28, 1939

To the Teacher of Normal Training:

I am preparing a master's thesis on the subject,
"The Reorganization of Normal Training Course in Kansas
High Schools."

I will appreciate your co-operation by filling
out and returning to me the enclosed questionnaire.

If you do not teach all the subjects will you,
after inquiry, fill in the blanks?

Yours truly,

Garnet Hill

1. In your opinion should enrollment in the normal training course be limited to students making average grades or better? Yes _____ No _____
2. Does your school discourage the poorer students from taking the course? Yes _____ No _____. If so, how is this done?
3. Do you favor reorganizing the course in order to arrange 18 weeks each to methods and management? Yes _____ No _____
4. Do you think it would be more satisfactory to provide this change by: (Encircle your preferred answer.)
 - (a) Dropping American history in the senior year?
 - (b) Dropping normal training agriculture in the sophomore year and substituting American history?
 - (c) By adding a fifth year to the course?
 - (d) By adding American history to the required list for the junior year?
 - (e) By some other method? Please state how.

5. Should the course of study be changed so that instead of teaching geography, the material covered would be a better preparation for the teaching of the state unit program? Yes _____ No _____
6. After looking over the subject of geography in the normal training course of study, do you think that enough factual geography will be taught if the outline is followed? Yes _____ No _____
7. Undoubtedly the preparation of pupils to pass the state examination is more pertinent with many teachers than the developing of good teachers. If the state confined the examination questions to the adopted texts would this be sufficient to relieve the pressure of spending too much time in preparation for the examination? Yes _____ No _____
8. What other plan might be used to help the above situation?
9. Would you favor making normal training a course for post-graduates? Yes _____ No _____
10. Would this additional preparation command enough better salaries to encourage enrollment? Yes _____ No _____
11. Would the present low salaries warrant pupils spending an additional year in school? Yes _____ No _____
12. When a text that does not meet the needs of the rural teacher is adopted, such as Brown's "Problems in Classroom Management," state what your attitude is:
 - (a) Did you follow the course of study and use other texts? Yes _____ No _____
 - (b) Did you follow the state text and leave out such subjects as work and supervised lunch, reports, etc.? Yes _____ No _____
 - (c) What in your opinion would be the best procedure to follow in the above situation?
13. Should the state board choose a psychology text to be used in the normal training class and another text by the students studying the general psychology? Yes _____ No _____
14. How did you teach "Social and Personal Adjustment" by

Uhl and Powers to your class? Please explain.

15. The course of study covers many of the facts of educational psychology not given in "Social and Personal Adjustment." Should the state department insist upon the normal training teachers following the course of study? Yes _____ No _____
16. Did you teach all the normal training classes? Yes _____ No _____. If not, how was the division made?
17. What other suggestions that would improve the normal training course can you make?
18. How many were enrolled or will be in your class in the normal training class in
- | | |
|-----------|-------|
| 1937-1938 | _____ |
| 1938-1939 | _____ |
| 1939-1940 | _____ |